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ABSTRACT

Faced with the fact that over 50% of its citizens are illiterate, and recognizing the link between illiteracy, poverty, and disease, the government of Kenya, in 1963, created an adult literacy program. The program's objectives were (1) to train literacy teachers, (2) to produce materials for teaching and learning and for continuing education after literacy was achieved, and (3) to appoint officers from the Ministry for Housing and Social Services in each district, province, and division to establish adult literacy centers and to oversee the program. From the beginning the program has encountered difficulties, and a study, conducted in the Machakos District, was undertaken to evaluate its effectiveness. The study found a high percentage of untrained teachers working in the program, a lack of funds for effective supervision and coordination, irregular attendance by learners at literacy centers, poor cooperation between the district and the divisions, an irregular supply of teaching materials, the use of improper methods in teaching adults, a high dropout rate among male learners, and, especially, a great disparity in salaries among the three categories of teachers in the program. Part-time and self-help teachers handled the bulk of the instruction, yet their wages were minimal. As a consequence teacher morale was low and instruction suffered. The findings suggest that unless the ministry takes corrective measures to alleviate these problems, it is unlikely that the goals of the literacy campaign will be realized soon. (A list of recommendations and suggestions to accelerate the implementation of an effective literacy program, based on the study findings, plus appendixes that contain instruments used in the study, are included in this report.) (RBW)

African Studies in Curriculum Development & Evaluation

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No. 91

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EVALUATION OF THE
LITERACY PROGRAMME,
MACHAKOS DISTRICT.
1983

AEB Project

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EVALUATION OF THE LITERACY PROGRAMME

IN MACHAKOS DISTRICT

KENYA

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1982

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AS PART OF A TRAINING PROGRAMME JOINTLY

ORGANISED ON BEHALF OF THE AFRICAN

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THE KENYA INSTITUTE OF EDUCATION (K I E),

THE UNIVERSITY OF NAIROBI AND THE GERMAN

AGENCY FOR TECHNICAL COOPERATION (G T Z).

(1)

D E C L A R A T I O N

I, NZIOKI D.S. DECLARE THAT THIS RESEARCH

STUDY IS MY OWN WORK AND THAT IT HAS NOT

BEEN SUBMITTED FOR A POST GRADUATE DIPLOMA

IN CURRICULUM DEVELOPMENT IN ANY OTHER

UNIVERSITY.

DATE: AUGUST 1983.

A B S T R A C T

This study aimed at finding out the present real situation regarding the effective implementation of the National Literacy Programme in Machakos District, Kenya.

So many questions have arisen regarding the way the programme is being carried out:-
Are the learners attending classes regularly and in sufficient numbers? Are the teachers trained to handle the adult learners in class?
Are there problems interfering with the realisation of the programme objectives set out by the government? These questions and many others, indeed require answers.

Three basic methods were used in the study. Interviews, observations and questionnaires. The respondents included the teachers, the adult learners and the Adult Education Officers.

The four chapters comprising this research study deal with the introduction; Methodology; research procedures; findings; discussions and conclusion respectively. The last two chapters discussing the study findings and recommendations constitute the core of this Research Study.

(iii)

A C K N O W L E D G E M E N T

This Research study would not have been successful had I not had some cooperation from various people.

My thanks go first of all to the Department of Adult Education Headquarters, Nairobi which gave me some ample time to carry out this study.

Secondly, I wish to thank the adult education officers and teachers of Machakos District who contributed a lot towards the success of the study through thier cooperation.

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DAVID SILA NZIOKI

AUGUST 1983

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CHAPTER ONE

I. BACKGROUND OF THE STUDY:

I.I. INTRODUCTION

Adult literacy in Kenya started as early as 1963 when the country got its Independence. A separate Division in the then Ministry of Housing and Social Services was created to deal with this problem of adult literacy throughout the country. The first and foremost objective was to eradicate adult illiteracy among the citizens. All community Development Officers in each district were given the responsibility of starting, organising and supervising literacy centres in their respective districts. This meant mobilisation of people and resources for the literacy campaign, establishment of literacy centres, enrolling of learners and Teachers and their supervision. Teachers were to offer voluntary services. In principle, learners were supposed to contribute little sums of money and offer as good will salary to the teachers. The Government gave assistance in form of Materials for self-help projects organized by the learners to encourage functional literacy.

Functional literacy involved learners starting a project like a local bakery or poultry keeping. The structure of the programme involved theory - practice integration. Learners were exposed to the theoretical aspects of the project through which they learned the appropriate vocabulary which they would then relate to actual practice under the teacher's guidance.

The reason why this programme was started was as a result of the realisation that more than half of the adult population in the country was illiterate. This was at Independence in 1963. It was realised that there was a close link between illiteracy and the two major social problems of poverty and diseases. The dangers illiteracy

posed were many and profound. The relationship between these social problems and the economic development of the country became clear. These relationships forced the Government to begin planning how to tackle these problems by concentrating on how to eradicate illiteracy which was thought to be the root cause of the mentioned problems of poverty, diseases and inhealth among the citizens.

The Literacy campaign gathered momentum in 1979 when the President of this country, His excellency Daniel Arap Moi declared a major offensive on illiteracy in the whole country. The formation of a new department in the Ministry of Culture and Social Services solely to steer the literacy campaign programme in the country was the major step in thid direction. The President gave a directive that illiteracy should be wiped out in by Kenya by the year 1983. This was contained in his speech in 1979. The speech is quoted fully below.

"Today, there are over four Million illiterate people in Kenya, among whom are our parents, brothers, sisters, uncles, nephews, aunts and neighbours. It is the sacred duty of us literate Kenyans to take up the call of eradicating illiteracy in our country. Therefore, let us participate in the work of teaching literacy, first of all by teaching reading and writing to the immediate illiterate people we come across. We should take on this duty as a Mark of our national commitment and patriotism.

The illiterate people of this country expect help from those who have benefited from formal education. They expect leadership and guidance in organising them into literacy groups and planning for the literacy classes. They expect constant encouragement so that they may successfully

complete their literacy courses. The success for this literacy programme will depend almost entirely on the devotion, commitment, imagination and tenacity of the literate wananchi. Perhaps the very first duty will be to explain the benefits of literacy to the illiterate people, particularly to the illiterate people in the villages.

Our Government will provide the guidelines, the training of literacy teachers, the books and other basic materials for the programme. In addition, the local chiefs, and assistant chiefs, KANU Officials, church Leaders, Locational and Village Workers, both Governmental and non-government, will provide assistance and advice on how to run literacy classes.

My message to you all is, teach your neighbour how to read and write. It is a service to our nation and the only reward we shall seek will be satisfaction that we shall experience in seeing the illiterate wananchi being able to read and write".

Since 1979, the Government has been allocating a lot of money every year to run this programme. Over £3373,275 is allocated every year. The money is spent mainly on salaries, equipment and transport. In addition, non-government donors and agencies have been contributing towards the programme in terms of money and equipment. The British Council recently provided over two hundred Moto-cycles to be used in the field by the divisional literacy programme supervisors. The churches, particularly the Catholic Secretariat, are running separate literacy programmes in some districts in the country. They provide teachers and transport for their supervisors. Others like the European Economic Community (E.E.C.) have provided transport for the literacy campaign in some parts of the country. Machakos District has benefited from E.E.C. funds. Several private companies and Government parastatal organisations have their own literacy programmes for their workers.

1.2 THE NATIONAL GOALS AND OBJECTIVES:

The National goals and objectives of the literacy programme are underlined in the speech of the Minister for Housing and Social Services delivered to the Nation in 1979. In the speech reproduced below, Dr. Onyonka Said:

"The National Mass literacy campaign has the main objective of freeing the people from the evils of illiteracy in order to facilitate their full, effective and meaningful participation in the development of our country. The development problems which this country is going to face during the next two decades are formidable, complex and highly taxing. They will require a strong political muscle the basis of which is an enlightened population able to understand, appreciate and support the government's objectives in improving the welfare of the nation. It is essential therefore that the people, as the ultimate reservoir of will upon which the government depends in its difficult tasks, are responsible to new developments and ideas.

My Ministry has stationed officers in all the Districts and Provinces, and there are plans to appoint officers in the Divisions to ensure that their expertise is available at the village level where it is needed most. All efforts will be made to produce and provide materials for teaching and learning and also materials for continuing education after literacy. It is important, however, to emphasize that adult literacy is not synonymous with school education for children. Literacy for adults has another main objective of improving the vocational competence of an adult, and also sharpening his understanding of the government and the principles upon which it is organised. It is this functionality of adult literacy that makes the difference between child education and adult literacy. Let us all work together to eradicate ignorance and illiteracy in the spirit of Harambee which has helped Kenya conquer and overcome problems of greater magnitude and challenge".

From the speech, it is seen that the chain of administration is from the headquarters of both the ministry and department down to village in the divisions where teachers are to teach.

There are three categories of teachers teaching in the adult literacy centres. These are given the names of Full-Time, Part-Time and Self-Help teachers. The Full-Time Teacher is a former leaver with Division III and above. He is a civil servant. He is supposed to teach the whole day but practically this has not been the case. The Part-Time teacher is supposed to be a primary school teacher who teaches on part-time basis. This ranges from one hour to two hours per day. He gets a Honararium of Sh. 150/= per month for the part-time services. The self-help teacher is engaged by the adult learners in the village to teach them. This teacher teaches on voluntary basis or is given some money contributed by the learners themselves on self-help basis. He has no fixed salary and in most cases may stay for a long time without getting any financial help depending on the financial ability of the learners to contribute. If they are lucky, they are absorbed by the Ministry but on part-time basis only. When this happens, they get 150/= per month.

The part-time and self-help teachers make up most of the teachers force in the literacy programme.

ENROLMENT, TEACHERS AND LITERACY CENTRES
IN KENYA. 1979 - 1982

The number of Literacy Centres, teachers and enrolment are shown in the table below:-

Table I

YEAR	1979	1980	1981	1982
TEACHERS	-	13204	12849	13031
LITERACY CENTRES	-	FT:3002 PT:2821 SH:5943	FT:2641 PT:2300 SH:4798	-
ENROLMENT	MEN:93,866 WOMEN:321,208 TOTAL:415,074	MEN:82,053 WOMEN:309,824 TOTAL:398,877	MEN:76,351 WOMEN:295,651 TOTAL:372,002	MEN:74,276 WOMEN:269,612 TOTAL:343,888

FT: FULL TIME

PT: PART TIME

SH: SELF-HELP

SUMMARY OF TABLE I

- (i) There were more Self-Help Literacy Centres in the year 1980 and 1981 followed by Part-Time Centers.
- (ii) There were more women learners compared to the number of men in the literacy centres in the years 1979 - 1982.
- (iii) The Self-Help and Part-Time teachers formed the bulk of the teaching force in the literacy centres.

1.3 **THE PROBLEM**

Several problems are said to have been affecting the literacy programme in the country. Some of these are national and include lack of funds which is the major one. Supervision of the programme in the field is made difficult by lack of transport for the officers in the country. The teachers are said to lack the sense of commitment to their duties. They don't follow the proper approach when teaching these adults. They tend to teach them as though they were dealing with school children without the functional integration being involved. They are said to be giving false statistics when compiling returns for the office.

Without funds the running of the programme is hindered greatly. The teachers are untrained and this makes the problem of teaching even worse. Salary is poor or missing altogether for certain categories of the teaching force who are the majority, these are mainly the part-time and self-help teachers. The learners are not enrolling in sufficient numbers. For those who enrol, the Majority soon drop-out before completion, that is before getting the proficiency test certificate showing they could now read and write and tackle some simple numeracy problems. This certificate is said to be equivalent to standard four in the formal education system. It is therefore too difficult to be passed by the learners who are not properly prepared.

There is said to be inadequate support materials both for the inexperienced teachers and the learners. No teaching guides exist in most cases. The teaching therefore is based on personal wishes and preferences of the teachers. 1983, the target year for national literacy is here but a lot remains undone. Illiteracy is still high among the people. Nomadism in some areas has played its negative part. Lack of motivation on the part of the learners seems to be high.

It seems as if the programme is not achieving its aims. These general observations have not been made through a scientific investigation because no such study has been done.

But the success for this programme is so important to the future social and economic development of this country that every action should be taken to ensure that its objectives are achieved. Only when these problems that hinder its success are known through a systematic evaluation can the proper remedial measures be taken and the programme given the proper attention and direction.

1.4 PURPOSE OF THE STUDY:

From the above information there seems to be possible general and national problems confronting the effective realisation of the objectives of the literacy programme. Having regarded the observations above, the purpose of this study would be:-

1. To investigate the extent to which the objectives of the lit. programme have been achieved in Machakos District.
2. To investigate the causes responsible for the non-effectiveness realization of the programme objectives.
3. To suggest measures that could be taken to accelerate effective implementation of the literacy programme.

1.5 SIGNIFICANCE OF THE STUDY:

From the study, the root causes of the problems will be unearthed. Through the findings, the problems affecting the successful implementation of the programme will be known. Therefore solutions to these problems will be found. Suggestions on how these problems can be overcome will be given on the basis of this study.

LITERACY PROGRAMME IN MACHAKOS DISTRICT

Machakos District is a few Kilometres east of Nairobi. It is one of the biggest districts in Kenya. The ethnic group here is the Kamba Tribe. Their main occupation is mixed farming. The population of the district in 1979 was about 800,000. Among these, 250,000 to 300,000 were illiterate. This is from the National Census done in 1979.

For the purpose of the literacy campaign, the district has been divided into eight Divisions. Each division has a number of literacy centres under a supervisor who is the Assistant adult education officer. These supervisors liaise with departmental headquarters through the District Adult Education Officer.

The following table shows how the literacy campaign results looked like in the district in the year 1979-1982.

ENROLMENT, LITERACY CENTRES AND TEACHERS IN MACHAKOS
DISTRICT 1979 - 1982.

Table 2:

YEAR	1979	1980	1981	1982
LITERACY CENTRES	530	722	-	850
ENROLMENT	MEN:3869 WOMEN:23.304 TOTAL:27.173	MEN:3891 WOMEN:26.276 TOTAL:30167	TOTAL:41.235	TOTAL:33.296
TEACHERS	FT: 142 PT: 35 SH:335	703 .	-	FT:144 PT:380 SH:366

FT: FULL TIME TEACHERS PT: PART TIME SH: SELF-HELP

SUMMARY OF TABLE 2:

- (i) Literacy Centres had increase from 530 in 1979 to 850 in 1982.
- (ii) Enrolment/attendance was not steady. It increased from 27.173 in 1979 to 41.235 in 1981 but dropped to 33.296 in 1982.
- (iii) Total number of teachers increased steadily from 512 in 1979 to 890 in 1982.
The majority of these teachers were the self-help.

CHAPTER TWO

2. METHODOLOGY AND RESEARCH PROCEDURE

2.1. THE TARGET POPULATION

2.1.1 The Teachers

2.1.2 The Adult Literacy Learners (Students)

2.1.3 The Adult Education Officers.

These are the people at the implementation level and that is why they were chosen.

2.2 SAMPLE AND SAMPLING PROCEDURE

Due to limitation of time and funds, the study sample was as shown in the table below:

Table 3:

STUDY SAMPLE:

POPULATION	TOTAL ESTIMATED	SAMPLE	PERCENTAGE %
STUDENTS	30,000	100	0.3
TEACHERS	800	200	25 %
EDUCATION OFFICERS	8	8	100 %
CENTRES	800	10	1.4%

SUMMARY OF TABLE 3.

- (a) There were about 30,000 adult learners (students) attending literacy classes at the time of the research. 100 of these were selected for the research (0.3%).
- (b) Among the estimated 800 teachers in the district, 200 were selected for the research. These formed 25%.
- (c) All the Eight Assistant Adult Education Officers were interviewed.
- (d) Out of the estimated 800 Literacy Centres in the district, ten were selected for observation during the research.

An average of twenty five teachers were randomly selected from each of the Eight Divisions in the District. A total of two hundred teachers were selected out of a total force of Eight hundred teachers. These included the three categories of teachers, namely, Full-time, Part-time and Self-Help teachers.

The selection also included both male and female teachers.

THE STUDENTS

A total number of one hundred students from the various literacy classes in the district were interviewed. An average of twelve students were selected from each of the Eight Divisions.

THE ADULT EDUCATION OFFICERS

All the Eight Assistant Adult Education Officers, the District Adult Education Officer and his Deputy were interviewed.

THE ADULT LITERACY CENTRES

Ten adult literacy centres were selected for observation during the actual teaching. These were picked from all the divisions. The researcher was interested in finding out how the teacher manages his or her classes.

2.3 RESEARCH INSTRUMENTS2.3.1 THE QUESTIONNAIRE. (Structured)

This method was used on the teachers and the Education Officers. The objective was to extract information on a number of issues affecting the smooth running of the literacy programme in their Centres. This includes learners attendance, materials supply and problems they encounter.

2.3.2.

THE INTERVIEW (STRUCTURED)

The technique was used on students and the Education Officers. This was to find out the learners progress and the difficulties facing them.

2.3.3.

THE OBSERVATION METHOD

This was the technique used in selected literacy centres to observe the actual teaching by the teacher. The main objective was to see whether the correct

teaching approach /lesson plans were being utilised./and

2.4. ADMINISTRATION OF THE INSTRUMENTS

Due to shortage of time and funds to carry out a systematic administering of the questionnaires, the researcher worked through the District Adult Education Office, Machakos. All the Assistant Adult Education Officers were briefed on how to administer the questionnaires to the teachers. Each Division got its questionnaires together with a stamped envelope for returning the completed questionnaire. The interviews were administered by the researcher personally. A total of 318 respondents (see table 1) were involved in this research study. Each of the Eight Divisions in the District was considered.

2.5 DATA ANALYSIS PROCEDURE:

Data obtained from the questionnaires and interviews was tallied to form frequency tabulations. Raw scores were transformed into percentages. Note that 150 was the total number of teachers who responded to the questionnaires sent to them. This figure has been used as the base for calculations of percentages.

Table 4. DATA COLLECTION PLAN

DATE: 1983	ACTIVITY
15 APRIL - 30 MAY	Data Collection from a) Education Officers. b) Teachers
1 JUNE-6 JULY	i) Completion of Data Collection from: a) Education Officers b) Teachers ii) Data Collection from: a) Students b) Teachers-observation
7 JULY-25 JULY	i) Completion of Data Collection from: a) Students b) Teachers-observation ii) Write up of Research study Report.
26 JULY-14 AUGUST	Final write up of the Research study Report

Table 4 shows tentatively how the researcher organised the short time available to complete the assignment.

CHAPTER THREE

3.1 FINDINGS

3.1. TEACHERS RESPONSES

A structured questionnaire for teachers was given to seek the following:-

- 3.1.1 The Marital status of the teachers
- 3.1.2 Their Qualifications
- 3.1.3 Their Training
- 3.1.4 Their Categories (Full-time, Part-time Self-Help).
- 3.1.5 The Language used in class.
- 3.1.6 Enrolment and Attendance of Learners 1979-1982.
- 3.1.7 Regularity of the Learners' attendance
- 3.1.8 Equipment to the Centres.
- 3.1.9 Proficiency Test 1980 - 1982.

Table 5 - 16 -

MARITAL STATUS, QUALIFICATIONS AND TRAINING
OF TEACHERS- (150 RESPONDENTS)

QUESTION/STATEMENT	RAW DATA		PERCENTAGE	
	YES	NO	YES	NO
1. Are You Married.....	111	41	74%	27%
2. What are your qualifications:-KCE	104	-	69%	-
-KJSE	12	-	8%	-
-CPE	35	-	23%	-
3. What Category of teacher are you:-				
-Full-time	75	-	50	-
-Part-time	72	-	48%	-
-Self-Help	12	-	8%	-
4. The Language used in teaching is:				
-Kikamba	150	-	100%	-
-Kikamba & Kiswahili	60	-	40%	-
-Kikamba, Kiswahili & English	5	-	3%	-
5. Are You trained in Adult Education	72	80	48%	52%
6. Have you attended any seminar in adult education.....	100	51	66%	34%

SUMMARY

- (i) Over half of the teachers are untrained.
- (ii) Three-quarters of the teachers interviewed were married.
- (iii) Over half of them had a Kenya Certificate of Education Certificate.
- (iv) The vernacular language (Kikamba) was the prominent medium of instruction.
- (v) Majority have had a chance to attend a seminar.

Table 6 (a)

ENROLMENT AND ATTENDANCE

CENTRE	ENROLMENT				ACTUAL ATTENDANCE		
	1979	1980	1981	1982	1980	1981	1982
1	-	-	-	54	-	-	50
2	80	80	120	120	80	-	90
3	40	36	36	30	28	31	27
4	155	200	133	125	102	118	98
5	-	25	37	28	24	20	25
6	-	-	82	76	-	78	71
7	67	72	43	-	45	51	40
8	95	-	-	3	45	25	30
9	-	-	55	63	-	52	48
10	72	70	41	64	24	20	16
11	147	33	26	5	156	94	34
12	-	43	-	-	25	20	36
13	85	-	-	-	60	-	48
14	44	14	20	8	37	70	42
15	29	39	44	47	30	35	29
16	144	126	129	132	81	70	46
17	30	39	68	86	58	77	107
18	120	98	82	83	79	60	40
19	44	48	53	54	38	43	43
20	-	-	16	45	-	17	38
21	-	-	-	67	-	-	64
22	-	-	44	76	-	76	66
23	-	-	62	42	-	54	80
24	-	30	42	40	25	25	23
25	60	50	63	42	49	40	37
26	-	88	42	36	56	48	26
27	-	-	-	30	-	-	30
28	-	-	-	30	-	-	17
29	26	54	68	73	47	68	73
30	-	47	48	52	-	-	-
31	-	-	-	64	-	-	40
32	-	-	-	19	-	-	22
33	30	30	34	32	30	34	32
34	-	-	-	43	-	-	38

35	-	53	49	49	51	54	46
36	-	-	36	17	-	45	56
37	37	35	23	15	14	30	24
38	-	65	71	52	25	38	27
39	20	25	30	35	35	30	35
40	-	24	27	39	19	19	38
41	50	45	36	25	40	25	20
42	-	-	-	25	-	-	25
43	122	104	98	54	104	98	54
44	-	-	57	68	-	57	68
45	64	84	108	90	81	74	47
46	49	54	66	72	37	39	42
47	-	-	-	60	-	-	40
48	125	80	59	57	36	34	16
49	-	-	36	52	-	28	24
50	-	-	-	35	-	-	25
51	-	75	82	91	65	77	84
52	43	36	33	53	14	21	24
53	-	-	-	87	-	-	62
54	107	65	89	94	46	28	34
55	75	80	56	52	70	36	32
56	-	-	-	45	-	-	26
57	-	-	76	-	-	-	65
58	80	84	84	84	75	60	35
59	8	-	-	-	-	8	-
60	75	79	64	61	65	59	49
61	-	-	-	24	-	-	24
62	-	-	-	39	-	-	20
63	41	46	44	35	27	34	28
64	65	70	71	72	70	64	49
65	-	42	1	0	35	31	30
66	87	72	38	36	44	36	34
67	65	60	40	37	39	31	26
68	30	67	93	130	63	91	100
69	48	66	99	101	72	58	102
70	15	37	48	60	12	35	38
71	40	30	25	20	30	20	20
72	29	-	41	26	-	20	20

73.	75	79	64	19	61	65	59	49
74.	48	40	20		40	30	-	24
75.	63	65	57		54	44	-	35
76.	-	48	94		122	34	58	55
77.	6	61	21		30	53	75	90
78.	-	49	51		59	38	42	45
79.	-	-	-		49	50	30	44
80.	47	64	80		104	60	78	98
81.	81	102	161		105	79	131	91
82.	-	-	40		52	-	25	18
83.	-	-	-		67	-	-	48
84.	-	41	10		11	-	44	54
85.	50	61	49		42	41	-	35
86.	-	-	-		34	-	-	27
87.	-	59	75		80	49	52	64
88.	108	73	59		61	65	46	47
89.	-	-			96	-	-	75
90.	57	30	31		33	26	24	14
91.	-	-	-		96	-	-	75
92.	12	28	31		38	28	27	38
93.	108	21	4		23	98	94	71
94.	79	72	52		49	50	41	33
95.	-	84	60		55	53	45	39
96.	-	44	41		41	30	31	30
97.	48	50	52		47	48	40	45
98.	-	-	24		28	-	20	24
99.	62	70	87		101	20	27	32
100.	75	52	52		54	40	32	30
101.	105	108	50		41	99	-	32
102.	110	80	92		90	60	42	45
103.	46	48	42		39	23	17	19
104.	73	94	102		126	69	88	84
105.	30	30	25		20	15	12	14
106.	116	116	32		32	58	32	-
107.	105	86	63		54	83	62	54
108.	32	46	39		37	11	20	11
109.	50	103	54		56	57	49	43
110.	65	52	46		29	23	40	46
111.	54	59	125		69	34	69	32
112.	47	66	95		75	54	79	84
113.	43	43	41		43	35	34	33

114.	46	30	24	16	53	39	36
115.	128	158	161	80	60	-	52
116.	63	63	60	60	57	56	56
117.	60	25	38	-	-	-	28
118.	50	12	34	8	47	56	66
119.	90	98	92	89	98	87	86
120.	-	-	40	42	-	37	37
121.	-	-	-	42	-	-	40
122.	42	67	5	5	41	22	26
123.	-	25	34	40	27	25	30
124.	25	65	84	105	45	73	94
125.	54	88	108	125	54	83	90
126.	30	32	35	35	18	20	30
127.	25	27	26	36	27	26	23
128.	50	57	-	-	58	38	38
129.	41	44	28	36	42	45	30
130.	115	98	83	38	49	28	41
132.	86	101	91	73	84	68	32
133.	31	40	40	42	29	33	28
134.	36	28	28	33	24	23	23
135.	15	38	-	-	-	40	49
136.	-	-	-	45	-	-	26
137.	35	55	47	53	38	45	47
138.	-	23	30	40	-	17	20
139.	100	70	65	45	35	30	30
140.	26	17	30	7	-	41	48
141.	-	74	104	102	64	63	42
142.	30	35	38	45	30	37	45
143.	57	39	38	38	46	34	32
144.	29	48	43	48	20	26	24
145.	-	42	33	33	22	33	33
146.	-	49	40	47	26	32	28
147.	95	82	74	63	55	91	48

- Means no figures were available

Table 6(b)

STUDENT ENROLMENT AND ACTUAL ATTENDANCE IN
LITERACY CENTRES - (150 RESPONDENTS) (SUMMARY)

YEAR	ENROLMENT		ACTUAL ATTENDANCE					
	TOTAL ENROLMENT	SEX	NUMBER OF STUDENTS	RATIO OF MEN:WOMEN	TOTAL ATTENDANCE	SEX	RATIO OF MALE:FEMALE	%AGE OF DROP OUT
1979	5572	MALE FEMALE	635 4937	1:8	5572	635 4937	1:8	-
1980	6570	MALE FEMALE	656 5914	1:9	5050	506 4544	1:9	23%
1981	6683	MALE FEMALE	666 6017	1:9	5501	417 5084	1:12	18%
1982	7222	MALE FEMALE	673 6549	1:10	5772	440 5332	1:12	20%

SUMMARY

- (i) Though average actual attendance increased in the year 1980-1982, it was lower than the total number of students who had enrolled at their respective literacy centres.
- (ii) Men are too few at the Literacy Centres.
- (iii) Men also dropped out in large numbers.

Table 7

REGULARITY AND RECRUITMENT OF LEARNERS:-

(150 RESPONDENTS)

STATEMENT/QUESTION	RAW DATA		PERCENTAGE	
	YES	NO	YES	NO
1. In average, Attendance in my centre decreased in the period between 1980-1982	128	14	83%	7%
2. Students attended the classes regularly	63	73	42%	48%
3. Do you get enough support from the area Chief/Sub-Chief in your recruitment of students in your centre.	116	34	77%	23%
4. Were you briefed on the objectives of the National Literacy Programme	124	27	83%	17%
5. Have you briefed your students on these objectives	121	21	81%	19%
6. Do you have a class committee at your centre	115	37	76%	24%
7. Is there any Library service near your centre	16	10	63%	37%
8. Do your students have a project at your centre	98	65	50%	35%

SUMMARY

- i) On average, attendance of students to literacy centres decreased in the year 1980, 1981, and 1982.
- ii) Attendance of students was irregular to a large extent.
- iii) Though the area sub-chief/chief cooperate in literacy campaign, there are some who do not help the teachers.
- iv) Most teachers have briefed their learners on the importance of being literate, some have class Committees and majority have projects at their centres.

Table 8

GENERAL EQUIPMENT AND STATIONERY TO ADULT LITERACY
CENTRES: (150 RESPONDENTS)

QUESTION/STATEMENT	RAW DATA PERCENTAGE %			
	YES	NO	YES	NO
1. Do you have the following items at your literacy Centre:				
a) Black Board	129	23	86%	14%
b) Chalk	149	2	99%	1%
c) Exercise Books	133	17	89%	11%
d) Text-books	136	13	90%	10%
e) Pencils	106	44	71%	29%
f) Primers (class readers)	120	23	80%	20%
2. Are these items supplied by the Government	145	6	97%	3%
3. Are you provided with the following...				
i) Syllabus	25	122	16%	84%
ii) Teachers guide	64	78	43%	57%
iii) Register	109	41	73%	27%
iv) Log book	87	63	58%	42%

SUMMARY

- i) The majority of centres/teachers had the equipment for the learners. But quite a number of them did not have them. The supply was not regular.
- ii) Nearly all the centres were supplied with their materials by the government freely.
- iii) Most teachers did not have a syllabus or a teachers guide. Registers and log books were missing with many of the teachers.

Table 9:

PROFICIENCY TEST 1980 - 1982 (150 RESPONDENTS)

QUESTION/STATEMENT	RAW	DATA	PERCENTAGE %		
	YES	NO	YES	NO	
1. Do you give class tests to your learners regularly	143	8	95%	5%	
2. Did you have candidates for the proficiency test in the year:-					
1) 1980	23	123	15	85%	
ii) 1981	103	43	69%	31%	
iii) 1982	116	28	77%	23%	
3. In your opinion, was the proficiency test fair	118	18	79%	11%	
4. Were you involved in setting the proficiency test	147	-	99%	-	

SUMMARY

- i) Class Tests were given regularly.
- ii) The majority of Teachers presented candidates for the proficiency test in 1981 and 1982 but quite a number did not do so.
- iii) The Proficiency Test to some of the teachers was not fair for the purpose of selecting those who know how to write and read.
- iv) Teachers were not in any way involved in the setting of the Proficiency Test.

Table 10 PROFICIENCY TEST RESULTS 1980-1982
(150 RESPONDENTS)

YEAR	NUMBER OF THOSE WHO ATTEMPTED	THOSE WHO PASSED	PERCENTAGE OF PASSES
1980	167	76	45%
1981	1187	723	61%
1982	928	494	53%

SUMMARY

- 1) Nearly a half of all the candidates who sat for the Proficiency Test in the year 1980-1982 did not pass.
- ii) Too few students attempted the test in the same period compared to their numbers in enrolment in their centres.

3.2

RESPONSES FROM ASSISTANT ADULT

EDUCATION OFFICERS

A structured questionnaire for Assistant Adult Education Officers was given to seek the following:-

- 3.2.1 Marital status of the officers.
- 3.2.2 Qualifications.
- 3.2.3 Training and duration of the training
- 3.2.4 Means of transport for the officers on duty.
- 3.2.5 Problems in getting the Materials at the Literacy Centres.
- 3.2.6 The implications of the problems on the officers' performance during their work.
- 3.2.7 Presence or absence of Locational and Divisional Adult Literacy Committees.
- 3.2.8 Cooperation from other government and non-government Leaders in Literacy Campaign.
- 3.2.9 The fate of those who pass the Proficiency Test.
- 3.2.10 General problems encountered by the officers in their work as supervisors of their teachers.

Table 11

RESPONSES FROM ASSISTANT ADULT EDUCATION OFFICERS

TRAINING, PROBLEMS, COMMITTEES, COOPERATION

(4 RESPONDENTS - ALL MALE)

QUESTION/STATEMENT	RAW DATA		PERCENTAGE	
	YES	NO	YES	NO
1. Are you married	4	0	100%	-
2. What professional qualifications do you possess:-				
P ₁ Teacher	3	-	75%	-
S ₁ Teacher	1	-	25%	-
3. Have you been trained in Adult Education	4	0	100%	-
4. What means of transport do you use to visit your teachers and literacy centres:-				
i) Government Vehicle	1	-	-	-
ii) Government Motor Cycle	3	-	-	-
iii) Public Transport	2	-	-	-
5. What problems are you encountering in getting materials to your teachers:-				
a) Lack of transport	2	2	50%	50%
b) " " materials	2	2	50%	50%
6. Do you have Committees concerned with the Literacy Campaign at Divisional Level	4	0	100%	-
7. Is there enough support from other government and non-government Leaders in the recruitment of students.	2	2	50%	50%
8. What happens to those Learners who pass the Proficiency Test in Your Division:-				
a) Drop out	3	-	-	-
b) Continue with classes	2	-	-	-
c) Prepare for CPE	1	-	-	-
C.P.E = Certificate of Primary Education.				

- Means not applicable

Some of the problems which the officers said encounter during their work as Assistant Adult Education Officers were the following:-

- a) Lack of enough fuel for transport to their teachers.
- b) Non-Cooperation from the administration, particularly from sub-chiefs.
- c) Lack of enough funds for repairs to their Motor-bikes when they break down.
- d) Students' lack of commitment to their class attendance. Some keep on coming and others drop out when they feel like.
- e) Lack of training of the teachers particularly the Part-time and Self-Help teachers who form the bulk of the teaching force.
- f) Lack of offices from where to operate and store materials for their centres.

SUMMARY OF THE TABLE:

- i) All the Assistant Adult Education officers interviewed had been trained as Primary School Teachers.
- ii) They had been given a two-week training in adult education.
- iii) Half of the officers indicated that they lacked both materials and means of transport to their Literacy Centres.
- iv) Support from government and non-government officials and leaders was lacking in some areas.
- v) From the table majority of those students who pass the Proficiency Test dropped out of the Literacy Centres, a few of them continue with classes and a small number start preparing for the standard seven primary certificate of education (C.P.E)

3.3. RESPONSES FROM STUDENTS

A structured and unstructured interview was given to the students to seek the following:-

- 3.3.1 Whether they attend classes regularly and if not, what were the reasons.
- 3.3.2 The problems they were encountering concerning the Literacy Programme in their area.
- 3.3.3 The steps needed to be considered to improve their learning.
- 3.3.4 Whether they know the benefits in knowing to read and write.
- 3.3.5 The students attitude towards the Literacy Classes.

Table 12

RESPONSES FROM THE STUDENTS (100 RESPONDENTS)

QUESTION/STATEMENT	RAW	DATA	PERCENTAGE	
	TRUE	NOT TRUE	TRUE	NOT TRUE
1. I attend my Literacy classes regularly	10	85	10%	85%
2. What are some of major reasons which prevent you from attending your classes regularly:-				
a) The centre is too far from home	36	64	36%	64%
b) There are more pressing things at the house/farm to be done	77	8	77%	8%
3. I do not feel comfortable attending classes together with my wife/husband at the same centre.	69	31	69%	31%
4. The teacher comes to the class properly dressed and on time	80	20	80%	20%
5. I would like to continue further with education after knowing how to write and read	60	39	60%	39%

SUMMARY

- 1) Majority of the students (85%) did not attend their classes regularly for various reasons ranging from distance to house and farm matters.
- ii) Many learners (60%) expressed willingness to continue with further learning after becoming literate. Others said they would end their learning after knowing how to read & write.

RESPONSES FROM THE STUDENTS CONTINUED

Some of the students asked for the following from the government:-

- 1) To be provided with spectacles as their eyes were unable to read the small prints in textbooks and on the black board.
- ii) To be provided with textbooks for reading at their homes for they were too expensive to buy from bookshops.
- iii) The government to recommend to their employers to promote them or increase their salaries once they have passed the Proficiency Test.

.....0.....

3.4

OBSERVATIONS

With the use of an observation schedule, several literacy centres were visited while on session to check the following:-

- 3.4.1 The way they were dressed in class. (teachers)
- 3.4.2 Whether they were trained in adult education.
- 3.4.3 Whether a register/record of his/her students was kept and upto date.
- 3.4.4 Whether the teacher used a lesson plan while teaching.
- 3.4.5 If the teacher used the appropriate teaching method while teaching.
- 3.4.6 Check on the general ventilation of the classrooms.

.....0.....

Table 13

OBSERVATIONS ON TEACHERS IN ACTUAL TEACHING IN
ADULT LITERACY CLASSES. (10 OBSERVATIONS).

QUESTION/STATEMENT	RAW	DATA	PERCENTAGE	
	YES	NO	YES	NO
1. The teacher was reasonably properly dressed	7	3	70%	30%
2. The teacher had been trained in Adult Education	2	8	20%	80%
3. The teacher had a register which was kept upto date	9	1	90%	10%
4. Did the teacher had a lesson plan while teaching	1	9	10%	90%
5. Did the teacher used the appropriate teaching method	0	10	0%	100%
6. The class-room had enough light and air	5	5	50%	50%

SUMMARY OF TABLE 13.

- i) Though most of the teachers observed were dressed in a respectable manner, some were not.
- ii) Majority of teachers observed lacked any training in adult education.
- iii) Though most teachers had registers, they did not upkeep them. Some left them at their homes.
- iv) Majority of these teachers did not have lesson plan prepared for their classes.
- v) Virtually all the observed teachers did not use the recommended teaching approach to adult learners.

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CHAPTER FOUR

4. DISCUSSION RECOMMENDATIONS AND CONCLUSION.

4.1 DISCUSSION

Using the findings of the research as a base, the objectives of the literacy programme have not been effectively achieved in Machakos District. It is true that a lot of work has and is being done by the Kenya Government and other Non-Governmental organizations but a lot remains still to be done to realise fully the set out objectives by the government. These objectives were mentioned earlier in chapter one.

It was the governments aim to have everybody literate by the year 1983. In Machakos District, only 6673 people had passed the Proficiency Test by end of 1982. This figure includes contribution from the catholic church which is doing a commendable job to help the government in eradicating illiteracy in the District. This figure is too small considering that over 250,000 people were illiterate by 1979 population census in the District.

From the 150 centres sampled during the research, 1293 people had passed the Proficiency Test by the year 1982 (ref. Table 8(b)). This figure is too small considering that there were over 5,000 students in the centres in the same period.

It was not possible for the researcher to quantify the success of the Literacy Programme for those students who had graduated from these centres after passing the Proficiency Test. But from interviews from some of the graduates, it was a great advantage for those who had become literate. They could read letters for themselves and participate in other functions in their daily lives.

Several causes which were responsible for the non-realisation of the programme objectives came to the surface as a result of the conducted research. The major ones included the following:-

- a) Lack of training of the teachers.
- b) Lack of funds for effective supervision and coordination of the programme.
- c) Irregular attendance by the learners to the literacy centres made the teachers' work difficult.
- d) Lack of enough cooperation from the administration from District to the locational level, the National Party K.A.N.U Leaders in the District and members of Parliament. It was indicated that these leaders did not do well in the literacy campaign in the District since it was launched in 1979 by the government.

- 35
- e) Lack of materials for teaching in some centres.
 - f) Some of the teachers did not take their work seriously. They were teaching adult learners using school children methods which are not recommended. This can be attributed to the fact that majority of these teachers have not been trained in the teaching and handling of adult learners.
 - g) Some men were not comfortable learning in the same classes with women and particularly their wives. This caused some of them to drop out or avoid the tests given by the teacher and the proficiency test set at the District Headquarters. The reason given was that some were afraid of being beaten in class by their wives. This would create problems at their homes.

Those were the major causes but there were smaller ones ranging from the fairness of the proficiency test to the physical fitness of the learners. Some teachers felt that the proficiency test was too difficult. It tended to test comprehensiveness rather than testing ability to read and write. The test is supposed to be a standard four level which is too high. They argued that this was the reason for the low passes. From table 8(b) earlier, virtually over half of those who sat for this test failed to pass. This could have brought a negative effect on the part of the learners and hence the high rate of drop-outs from the centers.

Some learners dropped out because of eye problems. They could not see properly the small prints on textbooks and the blackboard.

The big difference in salary among the three categories of teachers in the District was brought up during the interviews.

While a full-time teacher was getting over a thousand shillings, the part-time teacher got a honorarium of KShs. 150/-. The self-help teacher got whatever the learners could afford to contribute, sometimes going without any pay for months. It should be noted that these teachers were performing the same duties, the latter categories of teacher sometimes had more students to handle than the full-time teacher who draws nearly six times as much salary as these others. This could be demoralising on the part of the affected teachers, leading to poor performance in their work. The students not being properly taught and motivated would drop out of their classes.

Unless the government, through the Ministry concerned takes up corrective measures to alleviate some of the unearthed problems affecting the programme particularly at the implementation level, the effective implementation of the literacy campaign will not be realised in the near future as anticipated.

RECOMMENDATIONS/SUGGESTIONS

To accelerate effective implementation of the literacy programme in Machakos District, the following measures should be taken:-

4.2.1

The government should train all the teachers involved in the literacy programme.

4.2.2

The government should mobilise all its Ministries to wage a more serious campaign in the eradication of illiteracy in the District, and the whole country in general.

All politicians, K.A.N.U officials, churches and other non-governmental agencies should fully be involved in this campaign. This is the way it was planned but it is not the reality in the field.

4.2.3

More funds for transport should be made available by the government for the field officers to effectively supervise the literacy centres. Funds are required in the production and supply of materials from the Headquarters in Nairobi to the District onward to the Divisions who in turn feed the literacy centres. It was interesting to note that though the District had two vehicles and each Assistant Adult Education Officer had a motor-bike at his disposal, these had literally been grounded for lack of fuel and repair.

4.2.4

The government should look for ways of helping those adult learners who had become literate before reverting to illiteracy again. This can be done through starting a cheap or subsidised rural newspaper. Extra supplementary readers could be made available for these neo-literates.

4.2.5

Separate literacy classes for men and women should be made available. Night classes could be started for those employees who can not attend the day classes.

4.2.6

The government should devise ways and means of making it compulsory directly or indirectly for those who are illiterate to attend classes. At the moment, the people attending these classes are too few compared to the large numbers of illiterates in the District. Those who attend classes do so when they feel like doing so and drop out at their own leisure. If the government is ready to spend as much as over £ 3,775,000 annually for this purpose alone, it should find ways of making sure that the objectives are achieved.

- 4.2.7 The proficiency test should be broken into two stages, one at standard two level whereby those who can read and write are selected and termed as having become literate. The second stage should be at standard four whereby the adult learners are expected to not only read and write but be able to do things like comprehension and simple arithmetic. This would encourage more learners to attempt the tests without fear of failing. At the moment the latter system is being used and majority are failing and stop classes immediately.
- 4.2.8 The government should absorb all the self-help teachers in the District. This would remove the burden of paying the teacher by the parents while others are being paid by the government. The issue of salary structure of the part-time teachers category should be looked into with the aim of adjusting it upwards. At the moment each gets only KShs. 150/- per month. The teachers interviewed felt that this was too little as most of them relied on this money to feed and clothe themselves and their families.
- 4.2.9 Seminars should be organised at District or Divisional level to brief the untrained teachers on the handling of the adult literacy classes. Some teachers do not even know how to make a simple lesson plan and could not plan ahead for their classes. They used wrong teaching methods. Syllabuses and teaching guides should be provided.
- 4.2.10 The prints in readers or textbooks meant for the adult learners should be made large enough for them to read without straining their eyes.

Throughout the research findings (table 5 - 13) there was a great correlation between the poor performance in the effective realisation of the objectives of the literacy programme and the lack or non-implimentation of the above ten measures. These are the major areas which need to be looked into and action taken for the literacy programme to succeed.

- 4.2.11 Swahili language should be introduced in the adult literacy classes. This would help the learners in reading things like newspapers and more books written in Kiswahili.

4.3 CONCLUSION

4.3.1 In this study the majority of the factors found to affect negatively the implementation of the literacy programme in Machakos District were negative factors.

Lack of training of the teachers, unavailability of adequate funds for supervision, transport, materials production and equipment in the literacy Centres and the negative attitudes of the learners, the teachers, the administration, government and non-government agencies have contributed a lot towards the bad implementation of the literacy programs.

4.3.2 The findings in this study could very well be utilized as a starting point for future large scale research in this field.

B I B L I O G R A P H Y

1. The National Mass Literacy Campaign published
by the Board of Adult Education, Nairobi.
2. Writing for New Readers by H.S. Bhola,
Indiana University.
3. Departmental annual Reports 1979 - 1982.

MACHAKOS DISTRICTTHE TEACHERS :

NAME OF TEACHER.....
 MARITAL STATUS (Single/Married).....
 AGE.....
 CENTRE NAME.....
 DIVISION.....
 QUALIFICATIONS - CPE/KJSE/KCE/KACE.....
 OTHER QUALIFICATIONS - P₃ P₂ P₁ S₁.....
 EXPERIENCE IN TEACHING YEARS.....MONTHS.....
 CATEGORY OF TEACHER - FULL-TIME ☐ PART TIME ☐
 SELF-HELP ☐ (Tick the correct response).

LANGUAGE USED IN CLASS

1. Are you trained in adult education Yes/No ☐
2. If the answer is Yes, where did the training take place

PLACE.....
 DURATION.....

3. Have you attended any seminar in adult education. Yes/NO ☐

ENROLMENT AND ATTENDANCE

4. How many adult learners registered in your literacy centre in the years: 1979 Males Females.....
 1980.....Males.....Females.....
 1981.....Males.....Females.....
 1982.....Males.....Females.....
5. Out of these, how many were still attending classes by the end of:
 1980.....Males.....Females
 1981.....Males.....Females
 1982.....Males.....Females
6. Was the daily attendance of those who remained in regular or irregular?.....
7. Did the irregular attendance of some of your learners affect your teaching? Very much ☐

Much ☐

A little ☐

Not at all ☐

(Put a tick to the correct one)

8. Do you have the following items:-

Blackboard Yes/No ☐

Exercise Books ☐

Text Books Yes/No ☐

Primers (readers) ☐

Pencils Yes/No ☐

9. Are these items supplied to your centre by the government

Yes/No.....

10. If the answer to No. 9 is No, where do you get them from?

a) Learners contribute money to buy them ☐

b) Supplied by the church ☐

c) " " " other private organizations ☐

11. Does the area chief/sub-chief help you in the recruitment of new adult learners to your centre Yes/No ☐

12. Have you been briefed on the objectives of the National Literacy Programme in Kenya? Yes/No ☐

13. If the answer to No. 12 is Yes, have you done the same briefing to your class and other illiterate villagers on the usefulness and the usefulness of literate? Yes/No ☐

14. Do you have a class committee at your centre Yes/No ☐

15. Is there any library services (mobile) at your location?

Yes/No ☐

16. Do you have a) Teachers guide

Yes/No ☐

b) Syllabus

Yes/No ☐

c) Register

Yes/No ☐

d) Log Book

Yes/No ☐

Test

17 Do you give literacy tests regularly to your class to check their progress?

Yes/No ☐

18. Did your learners participate in the District Proficiency Test in 1980

Yes/No ☐

1981

Yes/No ☐

1982

Yes/No ☐

19. How many attempted and how many passed in

1980.....attempted.....Passed

1981..... " "

1982..... " "

20. In your opinion, was the test appropriate to find out those who had known how to read and write?

a) The test was too difficult ☐

b) " " " " Fair ☐

c) " " " " Easy ☐

21. Do you have any project carried out by your learners at your centre?

Yes/No ☐

If the answer is Yes, mention the type of project.

.....

MACHAKOS DISTRICTASSISTANT ADULT EDUCATION OFFICERS

- NAME.....
- MARITAL STATUS.....(Single/Married)
- AGE.....
- DIVISION.....
- EXPERIENCE IN CIVIL SERVICE.....
- QUALIFICATIONS - P₃ P₂ P₁ S₁.....
- NUMBER OF CENTRES IN YOUR DIVISION.....
1. Have you been trained in Adult Education?.....
- a) PLACE OF TRAINING.....
- b) DURATION.....
- YEARS.....MONTHS.....
2. Do you have means of transport to visit your literacy centres in your division? (YES/NO)
- i) Vehicle from the Department ☐
- ii) Motor-cycle ☐
- iii) Public Transport ☐
- iv) Other forms of transport (mention) ☐
3. Do you encounter some problems in getting the necessary materials for your literacy centres and teachers? YES/NO ☐
4. If any problems in No. 3, mention a few
- a).....
- b).....
- c).....
- d).....
5. Do you meet with your teachers regularly? YES/NO. ☐
6. If the answer for No.5 is No, give some of the reasons why it is not possible to meet with the teachers as often as you would like to:
- a)
- b)
- c)
7. Do you hold locational and divisional Adult Literacy Committees ?
- YES/NO ☐
8. Do you/enough co-operation from other government officials / get in your Adult Literacy Campaign. YES/NO ☐

9. What happens to those learners who pass the proficiency tests in division? (YES/NO)

i) They drop out

☐

ii) They continue with classes

☐

iii) They prepare for C.P.E.

☐

10. Mention a few of the serious problems which you encounter in your work as an Assistant Adult Education Officer in your division in order of priority:

Problem	i)	
	ii)	
	iii)	
	iv)	

11. What recommendations would you like to be taken up to improve the literacy programme?

a).....
b).....
c).....
d).....

12. How many literacy centres in your division have projects carried out by the learners?.....

13. Mention the type of projects carried out:

a)
b)
c)
d)

ADULT LEARNERS - INTERVIEW

Name

Age.....

Marital Status.....

MOKULYO

1. We nuendaa Kisomoni kya andu aina?
.....
2. Vau musyi ve andu meana ala matesi kusoma na kuandika?.....
.....
3. Wambiliiliye kuthi kisomoni kya andu aina indii?.....
4. Niwisi kuandika na kusoma yu?.....
5. Mwalimu waku etawa ata?.....
6. Niwukaa unusomethya kila muthenya kana nuseleawa mavinda
anwe?.....
7. Uendaa sukulu saa siana?.....
8. Niuendaa sukuluni ya andu aina kila muthenya?.....
9. Ni itumi myau itumaa utathi kila muthenya? a).....
.....
b).....
c).....
10. Kumanya kusoma na kuandika kukakuetee vaita myau?
a).....
b).....
c).....
d).....
11. Sukulu ve iv'la sya kwikal'la kana mwikalaa nthi?.....
.....
12. Musomethaw'a masomo meku sukulu?.....
.....
13. Ndavye mathina na mavata ala wonpa nthini wa kisomo kya andu aina.
a).....
b).....
c).....
d).....
e).....
14. Wiona ni kyau muno muno kitumaa aume aingi matathi kisomoni kii
kya andu aina.....
.....

APPENDIX D

OBSERVATION SCHEDULE

FOR TEACHERS

1. TRAINING

Has the teacher been trained in adult education?

2. GENERAL APPEARANCE

a) Is the teacher properly dressed?

.....

b) Does the teacher look presentable to the
adult learners?

.....

3. PREPARATION

a) Does the teacher have a prepared lesson plan
for the lesson being taught?

.....

b) Is the lesson plan, if any, being followed
accordingly while teaching?

.....

c) Does the teacher have a scheme of work of
the lessons?

.....

d) Is the teacher using the appropriate teaching
method for adult learners?

e) What is the general condition of the classroom
being used?.....

A B S T R A C T

This study aimed at finding out the present real situation regarding the effective implementation of the National Literacy Programme in Machakos District, Kenya.

So many questions have arisen regarding the way the programme is being carried out:-
Are the learners attending classes regularly and in sufficient numbers? Are the teachers trained to handle the adult learners in class?
Are there problems interfering with the realisation of the programme objectives set out by the government? These questions and many others, indeed require answers.

Three basic methods were used in the study. Interviews, observations and questionnaires. The respondents included the teachers, the adult learners and the Adult Education Officers.

The four chapters comprising this research study deal with the introduction; Methodology; research procedures; findings; discussions and conclusion respectively. The last two chapters discussing the study findings and recommendations constitute the core of this Research Study.

(iii)

A C K N O W L E D G E M E N T

This Research study would not have been successful had I not had some cooperation from various people.

My thanks go first of all to the Department of Adult Education Headquarters, Nairobi which gave me some ample time to carry out this study.

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DAVID SILA NZIOKI

AUGUST 1983

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CHAPTER ONE

I. BACKGROUND OF THE STUDY:

I.1. INTRODUCTION

Adult literacy in Kenya started as early as 1963 when the country got its Independence. A separate Division in the then Ministry of Housing and Social Services was created to deal with this problem of adult literacy throughout the country. The first and foremost objective was to eradicate adult illiteracy among the citizens. All community Development Officers in each district were given the responsibility of starting, organising and supervising literacy centres in their respective districts. This meant mobilisation of people and resources for the literacy campaign, establishment of literacy centres, enrolling of learners and Teachers and their supervision. Teachers were to offer voluntary services. In principle, learners were supposed to contribute little sums of money and offer as good will salary to the teachers. The Government gave assistance in form of Materials for self-help projects organized by the learners to encourage functional literacy.

Functional literacy involved learners starting a project like a local bakery or poultry keeping. The structure of the programme involved theory - practice integration. Learners were exposed to the theoretical aspects of the project through which they learned the appropriate vocabulary which they would then relate to actual practice under the teacher's guidance.

The reason why this programme was started was as a result of the realisation that more than half of the adult population in the country was illiterate. This was at Independence in 1963. It was realised that there was a close link between illiteracy and the two major social problems of poverty and diseases. The dangers illiteracy

posed were many and profound. The relationship between these social problems and the economic development of the country became clear. These relationships forced the Government to begin planning how to tackle these problems by concentrating on how to eradicate illiteracy which was thought to be the root cause of the mentioned problems of poverty, diseases and inhealth among the citizens.

The Literacy campaign gathered momentum in 1979 when the President of this country, His excellency Daniel Arap Moi declared a major offensive on illiteracy in the whole country. The formation of a new department in the Ministry of Culture and Social Services solely to steer the literacy campaign programme in the country was the major step in this direction. The President gave a directive that illiteracy should be wiped out in by Kenya by the year 1983. This was contained in his speech in 1979. The speech is quoted fully below.

"Today, there are over four Million illiterate people in Kenya, among whom are our parents, brothers, sisters, uncles, nephews, aunts and neighbours. It is the sacred duty of us literate Kenyans to take up the call of eradicating illiteracy in our country. Therefore, let us participate in the work of teaching literacy, first of all by teaching reading and writing to the immediate illiterate people we come across. We should take on this duty as a Mark of our national commitment and patriotism.

The illiterate people of this country expect help from those who have benefited from formal education. They expect leadership and guidance in organising them into literacy groups and planning for the literacy classes. They expect constant encouragement so that they may successfully

complete their literacy courses. The success for this literacy programme will depend almost entirely on the devotion, commitment, imagination and tenacity of the literate wananchi. Perhaps the very first duty will be to explain the benefits of literacy to the illiterate people, particularly to the illiterate people in the villages.

Our Government will provide the guidelines, the training of literacy teachers, the books and other basic materials for the programme. In addition, the local chiefs, and assistant chiefs, KANU Officials, church Leaders, Locational and Village Workers, both Governmental and non-government, will provide assistance and advice on how to run literacy classes.

My message to you all is, teach your neighbour how to read and write. It is a service to our nation and the only reward we shall seek will be satisfaction that we shall experience in seeing the illiterate wananchi being able to read and write".

Since 1979, the Government has been allocating a lot of money every year to run this programme. Over £3,373,275 is allocated every year. The money is spent mainly on salaries, equipment and transport. In addition, non-government donors and agencies have been contributing towards the programme in terms of money and equipment. The British Council recently provided over two hundred Moto-cycles to be used in the field by the divisional literacy programme supervisors. The churches, particularly the Catholic Secretariat, are running separate literacy programmes in some districts in the country. They provide teachers and transport for their supervisors. Others like the European Economic Community (E.E.C.) have provided transport for the literacy campaign in some parts of the country. Machakos District has benefited from E.E.C. funds. Several private companies and Government parastatal organisations have their own literacy programmes for their workers.

1.2 THE NATIONAL GOALS AND OBJECTIVES:

The National goals and objectives of the literacy programme are underlined in the speech of the Minister for Housing and Social Services delivered to the Nation in 1979. In the speech reproduced below, Dr. Onyonka Said:

"The National Mass literacy campaign has the main objective of freeing the people from the evils of illiteracy in order to facilitate their full, effective and meaningful participation in the development of our country. The development problems which this country is going to face during the next two decades are formidable, complex and highly taxing. They will require a strong political Muscle the basis of which is an enlightened population able to understand, appreciate and support the government's objectives in improving the welfare of the nation. It is essential therefore that the people, as the ultimate reservoir of will upon which the government depends in its difficult tasks, are responsible to new developments and ideas.

My Ministry has stationed officers in all the Districts and Provinces, and there are plans to appoint officers in the Divisions to ensure that their expertise is available at the village level where it is needed most. All efforts will be made to produce and provide materials for teaching and learning and also materials for continuing education after literacy. It is important, however, to emphasize that adult literacy is not synonymous with school education for children. Literacy for adults has another main objective of improving the vocational competence of an adult, and also sharpening his understanding of the government and the principles upon which it is organised. It is this functionality of adult literacy that makes the difference between child education and adult literacy. Let us all work together to eradicate ignorance and illiteracy in the spirit of Harambee which has helped Kenya conquer and overcome problems of greater magnitude and challenge".

From the speech, it is seen that the chain of administration is from the headquarters of both the ministry and department down to village in the divisions where teachers are to teach.

There are three categories of teachers teaching in the adult literacy centres. These are given the names of Full-Time, Part-Time and Self-Help teachers. The Full-Time Teacher is a form four leaver with Division III and above. He is a civil servant. He is supposed to teach the whole day but practically this has not been the case. The Part-Time teacher is supposed to be a primary school teacher who teaches on part-time basis. This ranges from one hour to two hours per day. He gets a Honararium of Sh. 150/= per month for the part-time services. The self-help teacher is engaged by the adult learners in the village to teach them. This teacher teaches on voluntary basis or is given some money contributed by the the learners themselves on self-help basis. He has no fixed salary and in most cases may stay for a long time without getting any financial help depending on the financial ability of the learners to contribute. If they are lucky, they are absorbed by the Ministry but on part-time basis only. When this happens, they get 150/= per month.

The part-time and self-help teachers make up most of the teachers force in the literacy programme.

ENROLMENT, TEACHERS AND LITERACY CENTRES
IN KENYA. 1979 - 1982

The number of Literacy Centres, teachers and enrolment are shown in the table below:-

Table I

YEAR	1979	1980	1981	1982
TEACHERS	-	13204	12849	13031
LITERACY CENTRES	-	FT: 3002 PT: 2821 SH: 5943	FT: 2641 PT: 2300 SH: 4798	-
ENROLMENT	MEN: 93,866 WOMEN: 321,208 TOTAL: 415,074	MEN: 89,053 WOMEN: 309,824 TOTAL: 398,877	MEN: 76,351 WOMEN: 295,651 TOTAL: 372,002	MEN: 74,276 WOMEN: 269,612 TOTAL: 343,888

FT: FULL TIME

PT: PART TIME

SH: SELF-HELP

SUMMARY OF TABLE I

- (i) There were more Self-Help Literacy Centres in the year 1980 and 1981 followed by Part-Time Centers.
- (ii) There were more women learners compared to the number of men in the literacy centres in the years 1979 - 1982.
- (iii) The Self-Help and Part-Time teachers formed the bulk of the teaching force in the literacy centres.

1.3

THE PROBLEM

Several problems are said to have been affecting the literacy programme in the country. Some of these are national and include lack of funds which is the major one. Supervision of the programme in the field is made difficult by lack of transport for the officers in the country.

The teachers are said to lack the sense of commitment to their duties. They don't follow the proper approach when teaching these adults. They tend to teach them as though they were dealing with school children without the functional integration being involved. They are said to be giving false statistics when compiling returns for the office.

Without funds the running of the programme is hindered greatly. The teachers are untrained and this makes the problem of teaching even worse. Salary is poor or missing altogether for certain categories of the teaching force who are the majority, these are mainly the part-time and self-help teachers. The learners are not enrolling in sufficient numbers. For those who enrol, the Majority soon drop-out before completion, that is before getting the proficiency test certificate showing they could now read and write and tackle some simple numeracy problems. This certificate is said to be equivalent to standard four in the formal education system. It is therefore too difficult to be passed by the learners who are not properly prepared.

There is said to be inadequate support materials both for the inexperienced teachers and the learners. No teaching guides exist in most cases. The teaching therefore is based on personal wishes and preferences of the teachers. 1983, the target year for national literacy is here but a lot remains undone. Illiteracy is still high among the people. Nomadism in some areas has played its negative part. Lack of motivation on the part of the learners seems to be high.

It seems as if the programme is not achieving its aims. These general observations have not been made through a scientific investigation because no such study has been done.

But the success for this programme is so important to the future social and economic development of this country that every action should be taken to ensure that its objectives are achieved. Only when these problems that hinder its success are known through a systematic evaluation can the proper remedial measures be taken and the programme given the proper attention and direction.

1.4 PURPOSE OF THE STUDY:

From the above information there seems to be possible general and national problems confronting the effective realisation of the objectives of the literacy programme. Having regarded the observations above, the purpose of this study would be:-

1. To investigate the extent to which the objectives of the lit. programme have been achieved in Machakos District.
2. To investigate the causes responsible for the non-effectiveness realization of the programme objectives.
3. To suggest measures that could be taken to accelerate effective implementation of the literacy programme.

1.5 SIGNIFICANCE OF THE STUDY:

From the study, the root causes of the problems will be unearthed. Through the findings, the problems affecting the successful implementation of the programme will be known. Therefore solutions to these problems will be found. Suggestions on how these problems can be overcome will be given on the basis of this study.

LITERACY PROGRAMME IN MACHAKOS DISTRICT

Machakos District is a few Kilometres east of Nairobi. It is one of the biggest districts in Kenya. The ethnic group here is the Kamba Tribe. Their main occupation is mixed farming. The population of the district in 1979 was about 800,000. Among these, 250,000 to 300,000 were illiterate. This is from the National Census done in 1979.

For the purpose of the literacy campaign, the district has been divided into eight Divisions. Each division has a number of literacy centres under a supervisor who is the Assistant adult education officer. These supervisors liaise with departmental headquarters through the District Adult Education Officer.

The following table shows how the literacy campaign results looked like in the district in the year 1979-1982.

ENROLMENT, LITERACY CENTRES AND TEACHERS IN MACHAKOS
DISTRICT 1979 - 1982.

Table 2:

YEAR	1979	1980	1981	1982
LITERACY CENTRES	530	722	-	850
ENROLMENT	MEN:3869 WOMEN:23.304 TOTAL:27.173	MEN:3891 WOMEN:26.276 TOTAL:30167	TOTAL:41.235	TOTAL:33.296
TEACHERS	FT: 142 PT: 35 SH:335	703	-	FT:144 PT:380 SH:366

FT: FULL TIME TEACHERS PT: PART TIME SH: SELF-HELP

SUMMARY OF TABLE 2:

- (i) Literacy Centres had increase from 530 in 1979 to 850 in 1982.
- (ii) Enrolment/attendance was not steady. It increased from 27.173 in 1979 to 41.235 in 1981 but dropped to 33.296 in 1982.
- (iii) Total number of teachers increased steadily from 512 in 1979 to 890 in 1982.
The majority of these teachers were the self-help.

CHAPTER TWO

2. METHODOLOGY AND RESEARCH PROCEDURE

2.1. THE TARGET POPULATION

2.1.1 The Teachers

2.1.2 The Adult Literacy Learners (Students)

2.1.3 The Adult Education Officers.

These are the people at the implementation level and that is why they were chosen.

2.2 SAMPLE AND SAMPLING PROCEDURE

Due to limitation of time and funds, the study sample was as shown in the table below:

Table 3:

STUDY SAMPLE:

POPULATION	TOTAL ESTIMATED	SAMPLE	PERCENTAGE %
STUDENTS	30,000	100	0.3
TEACHERS	800	200	25 %
EDUCATION OFFICERS	8	8	100 %
CENTRES	800	10	1.4%

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SUMMARY OF TABLE 3.

- (a) There were about 30,000 adult learners (students) attending literacy classes at the time of the research. 100 of these were selected for the research (0.3%).
- (b) Among the estimated 800 teachers in the district, 200 were selected for the research. These formed 25%.
- (c) All the Eight Assistant Adult Education Officers were interviewed.
- (d) Out of the estimated 800 Literacy Centres in the district, ten were selected for observation during the research.

2.2.1 THE TEACHERS:

An average of twenty five teachers were randomly selected from each of the Eight Divisions in the District. A total of two hundred teachers were selected out of a total force of Eight hundred teachers. These included the three categories of teachers, namely, Full-time, Part-time and Self-Help teachers.

The selection also included both male and female teachers.

2.2.2. THE STUDENTS

A total number of one hundred students from the various literacy classes in the district were interviewed. An average of twelve students were selected from each of the Eight Divisions.

2.2.3 THE ADULT EDUCATION OFFICERS

All the Eight Assistant Adult Education Officers, the District Adult Education Officer and his Deputy were interviewed.

2.2.4 THE ADULT LITERACY CENTRES

Ten adult literacy centres were selected for observation during the actual teaching. These were picked from all the divisions. The researcher was interested in finding out how the teacher manages his or her classes.

2.3 RESEARCH INSTRUMENTS

2.3.1 THE QUESTIONNAIRE. (Structured)

This method was used on the teachers and the Education Officers. The objective was to extract information on a number of issues affecting the smooth running of the literacy programme in their Centres. This includes learners attendance, materials supply and problems they encounter.

2.3.2. THE INTERVIEW (STRUCTURED)

The technique was used on students and the Education Officers. This was to find out the learners progress and the difficulties facing them.

2.3.3. THE OBSERVATION METHOD

This was the technique used in selected literacy centres to observe the actual teaching by the teacher. The main objective was to see whether the correct

teaching approach /lesson plans were being utilised./and

2.4.

ADMINISTRATION OF THE INSTRUMENTS

Due to shortage of time and funds to carry out a systematic administering of the questionnaires, the researcher worked through the District Adult Education Office, Machakos. All the Assistant Adult Education Officers were briefed on how to administer the questionnaires to the teachers. Each Division got its questionnaires together with a stamped envelope for returning the completed questionnaire. The interviews were administered by the researcher personally. A total of 318 respondents (see table 1) were involved in this research study. Each of the Eight Divisions in the District was considered.

2.5

DATA ANALYSIS PROCEDURE:

Data obtained from the questionnaires and interviews was tallied to form frequency tabulations. Raw scores were transformed into percentages. Note that 150 was the total number of teachers who responded to the questionnaires sent to them. This figure has been used as the base for calculations of percentages.

Table 4. DATA COLLECTION PLAN

DATE: 1983	ACTIVITY
15 APRIL - 30 MAY	Data Collection from a) Education Officers. b) Teachers
1 JUNE-6 JULY	i) Completion of Data Collection from: a) Education Officers b) Teachers ii) Data Collection from: a) Students b) Teachers-observation
7 JULY-25 JULY	i) Completion of Data Collection from: a) Students b) Teachers-observation ii) Write up of Research study Report.
26 JULY-14 AUGUST	Final write up of the Research study Report

Table 4 shows tentatively how the researcher organised the short time available to complete the assignment.

CHAPTER THREE

3.1 FINDINGS

3.1. TEACHERS RESPONSES

A structured questionnaire for teachers was given to seek the following:-

- 3.1.1 The Marital status of the teachers
- 3.1.2 Their Qualifications
- 3.1.3 Their Training
- 3.1.4 Their Categories (Full-time, Part-time Self-Help).
- 3.1.5 The Language used in class.
- 3.1.6 Enrolment and Attendance of Learners 1979-1982.
- 3.1.7 Regularity of the Learners' attendance
- 3.1.8 Equipment to the Centres.
- 3.1.9 Proficiency Test 1980 - 1982.

Table 5 - 16 -

MARITAL STATUS, QUALIFICATIONS AND TRAINING
OF TEACHERS- (150 RESPONDENTS)

QUESTION/STATEMENT	RAW DATA		PERCENTAGE	
	YES	NO	YES	NO
1. Are You Married.....	111	41	74%	27%
2. What are your qualifications:-KCE	104	-	69%	-
-KJSE	12	-	8%	-
-CPE	35	-	23%	-
3. What Category of teacher are you:-				
-Full-time	75	-	50	-
-Part-time	72	-	48%	-
-Self-Help	12	-	8%	-
4. The Language used in teaching is:				
-Kikamba	150	-	100%	-
-Kikamba & Kiswahili	60	-	40%	-
-Kikamba, Kiswahili & English	5	-	3%	-
5. Are You trained in Adult Education	72	80	48%	52%
6. Have you attended any seminar in adult education.....	100	51	66%	34%

SUMMARY

- (i) Over half of the teachers are untrained.
- (ii) Three-quarters of the teachers interviewed were married.
- (iii) Over half of them had a Kenya Certificate of Education Certificate.
- (iv) The vernacular language (Kikamba) was the prominent medium of instruction.
- (v) Majority have had a chance to attend a seminar.

Table 6 (a)

ENROLMENT AND ATTENDANCE

CENTRE	ENROLMENT				ACTUAL ATTENDANCE		
	1979	1980	1981	1982	1980	1981	1982
1	-	-	-	54	-	-	50
2	80	80	120	120	80	-	90
3	40	36	36	30	28	31	27
4	155	200	133	125	102	118	98
5	-	25	37	28	24	20	25
6	-	-	82	76	-	78	71
7	67	72	43	-	45	51	40
8	95	-	-	3	45	25	30
9	-	-	55	63	-	52	48
10	72	70	41	64	24	20	16
11	147	33	26	5	156	94	34
12	-	43	-	-	25	20	36
13	85	-	-	-	60	-	48
14	44	14	20	8	37	70	42
15	29	39	44	47	30	35	29
16	144	126	129	132	81	70	46
17	30	39	68	86	58	77	107
18	120	98	82	83	79	60	40
19	44	48	53	54	38	43	43
20	-	-	16	45	-	17	38
21	-	-	-	67	-	-	64
22	-	-	44	76	-	76	66
23	-	-	62	42	-	54	80
24	-	40	42	40	25	25	23
25	60	50	63	42	49	40	37
26	-	58	42	36	56	46	26
27	-	-	-	30	-	-	30
28	-	-	-	30	-	-	17
29	26	54	63	73	47	69	73
30	-	47	48	52	-	-	-
31	-	-	-	64	-	-	40
32	-	-	-	19	-	-	22
33	30	30	34	32	30	34	32
34	-	-	-	42	-	-	38

35	-	53	49	49	51	54	46
36	-	-	36	17	-	45	56
37	37	35	23	15	14	30	24
38	-	65	71	52	25	38	27
39	20	25	30	35	35	30	35
40	-	24	27	39	19	19	38
41	50	45	36	25	40	25	20
42	-	-	-	25	-	-	25
43	122	104	98	54	104	98	54
44	-	-	57	68	-	57	68
45	64	84	108	90	81	74	47
46	49	54	66	72	37	39	42
47	-	-	-	60	-	-	40
48	125	80	59	57	36	34	16
49	-	-	36	52	-	28	24
50	-	-	-	35	-	-	25
51	-	75	82	91	65	77	84
52	43	36	33	53	14	21	24
53	-	-	-	87	-	-	62
54	107	65	89	94	46	28	34
55	75	80	56	52	70	36	32
56	-	-	-	46	-	-	26
57	-	-	76	-	-	-	65
58	80	84	84	84	75	60	35
59	8	-	-	-	-	8	-
60	75	79	64	61	65	59	49
61	-	-	-	24	-	-	24
62	-	-	-	39	-	-	20
63	41	46	44	35	27	34	28
64	65	70	71	72	70	64	49
65	-	42	1	0	35	31	30
66	37	72	38	36	44	36	34
67	65	60	40	37	39	31	26
68	30	67	93	130	63	91	100
69	48	66	99	101	72	58	102
70	15	37	48	60	12	33	38
71	40	30	25	20	30	20	20
72	29	-	41	26	79	-	20

73.	75	79	64	61	65	59	49
74.	48	40	20	40	30	-	24
75.	63	65	57	54	44	-	35
76.	-	48	94	122	34	58	55
77.	6	61	21	30	53	75	90
78.	-	49	51	59	38	42	45
79.	-	-	-	49	50	30	44
80.	47	64	80	104	60	78	98
81.	81	102	161	105	79	131	91
82.	-	-	40	52	-	25	18
83.	-	-	-	67	-	-	48
84.	-	41	10	11	-	44	54
85.	50	61	49	42	41	-	35
86.	-	-	-	34	-	-	27
87.	-	59	75	80	49	52	64
88.	108	73	59	61	65	46	47
89.	-	-	-	96	-	-	75
90.	57	30	31	33	26	24	14
91.	-	-	-	96	-	-	75
92.	12	28	31	38	28	27	38
93.	108	21	4	23	98	94	71
94.	79	72	52	49	50	41	33
95.	-	84	60	55	53	45	39
96.	-	44	41	41	30	31	30
97.	48	50	52	47	48	40	45
98.	-	-	24	28	-	20	24
99.	62	70	87	101	20	27	32
100.	75	52	52	54	40	32	30
101.	105	108	50	41	99	-	32
102.	110	80	92	90	60	42	45
103.	46	48	42	39	23	17	19
104.	73	94	102	126	69	88	84
105.	30	30	25	20	15	12	14
106.	116	116	32	32	58	32	-
107.	105	86	63	54	83	62	54
108.	32	46	39	37	11	20	11
109.	50	103	54	56	57	49	43
110.	65	52	46	29	23	40	46
111.	54	59	125	69	34	69	32
112.	47	66	95	75	54	79	84
113.	43	43	41	43	35	34	33

114.	46	30	24	16	53	39	36
115.	128	158	161	80	60	-	52
116.	63	63	60	60	57	56	56
117.	60	25	38	-	-	-	28
118.	50	12	34	8	47	56	66
119.	90	98	92	89	98	87	86
120.	-	-	40	42	-	37	37
121.	-	-	-	42	-	-	40
122.	42	67	5	5	41	22	26
123.	-	25	34	40	27	25	30
124.	25	65	84	105	45	73	94
125.	54	88	108	125	54	83	90
126.	30	32	35	35	18	20	30
127.	25	27	26	36	27	26	23
128.	50	57	-	-	58	38	38
129.	41	44	28	36	42	45	30
130.	115	98	83	38	49	28	41
132.	86	101	91	73	84	68	32
133.	31	40	40	42	29	33	28
134.	36	28	28	33	24	23	23
135.	15	38	-	-	-	40	49
136.	-	-	-	45	-	-	26
137.	35	55	47	53	38	45	47
138.	-	23	30	40	-	17	20
139.	100	70	65	45	35	30	30
140.	26	17	30	7	-	41	48
141.	-	74	104	102	64	63	42
142.	30	35	38	45	30	37	45
143.	57	39	38	38	46	34	32
144.	29	48	43	48	20	26	24
145.	-	42	33	33	22	33	33
146.	-	49	40	47	26	32	28
147.	95	82	74	63	55	91	48

- Means no figures were available

Table 6(b)

STUDENT ENROLMENT AND ACTUAL ATTENDANCE IN
LITERACY CENTRES - (150 RESPONDENTS) (SUMMARY)

YEAR	ENROLMENT		NUMBER OF STUDENTS	RATIO OF MEN:WOMEN	ACTUAL ATTENDANCE			
	TOTAL ENROLMENT	SEX			TOTAL ATTENDANCE	SEX	RATIO OF MALE:FEMALE	%AGE OF DROP OUT
1979	5572	MALE FEMALE	635 4937	1:8	5572	635 4937	1:8	-
1980	6570	MALE FEMALE	656 5914	1:9	5050	506 4544	1:9	23%
1981	6683	MALE FEMALE	666 6017	1:9	5501	417 5084	1:12	18%
1982	7222	MALE FEMALE	673 6549	1:10	5772	440 5332	1:12	20%

SUMMARY

- (i) Though average actual attendance increased in the year 1980-1982, it was lower than the total number of students who had enrolled at their respective literacy centres.
- (ii) Men are too few at the Literacy Centres.
- (iii) Men also dropped out in large numbers.

Table 7

REGULARITY AND RECRUITMENT OF LEARNERS:-

(150 RESPONDENTS)

	STATEMENT/QUESTION	RAW DATA		PERCENTAGE	
		YES	NO	YES	NO
1.	In average, Attendance in my centre decreased in the period between 1980-1982	128	14	83%	7%
2.	Students attended the classes regularly	63	73	42%	48%
3.	Do you get enough support from the area Chief/Sub-Chief in your recruitment of students in your centre.	116	34	77%	23%
4.	Were you briefed on the objectives of the National Literacy Programme	124	27	83%	17%
5.	Have you briefed your students on these objectives	121	21	81%	19%
6.	Do you have a class committee at your centre	115	37	76%	24%
7.	Is there any Library service near your centre	16	10	63%	90%
8.	Do your students have a project at your centre	98	65	50%	35%

SUMMARY

- i) On average, attendance of students to literacy centres decreased in the year 1980, 1981, and 1982.
- ii) Attendance of students was irregular to a large extent.
- iii) Though the area sub-chief/chief cooperate in literacy campaign, there are some who do not help the teachers.
- iv) Most teachers have briefed their learners on the importance of being literate, some have class Committees and majority have projects at their centres.

Table 8

**GENERAL EQUIPMENT AND STATIONERY TO ADULT LITERACY
CENTRES: (150 RESPONDENTS)**

QUESTION/STATEMENT	RAW DATA		PERCENTAGE %	
	YES	NO	YES	NO
1. Do you have the following items at your literacy Centre:				
a) Black Board	129	23	86%	14%
b) Chalk	149	2	99%	1%
c) Exercise Books	133	17	89%	11%
d) Text-books	136	13	90%	10%
e) Pencils	106	44	71%	29%
f) Primers (class readers)	120	23	80%	20%
2. Are these items supplied by the Government	145	6	97%	3%
3. Are you provided with the following...				
i) Syllabus	25	122	16%	84%
ii) Teachers guide	64	78	43%	57%
iii) Register	109	41	73%	27%
iv) Log book	87%	63	58%	42%

SUMMARY

- i) The majority of centres/teachers had the equipment for the learners. But quite a number of them did not have them. The supply was not regular.
- ii) Nearly all the centres were supplied with their materials by the government freely.
- iii) Most teachers did not have a syllabus or a teachers guide. Registers and log books were missing with many of the teachers.

Table 9:

PROFICIENCY TEST 1980 - 1982 (150 RESPONDENTS)

QUESTION/STATEMENT	RAW	DATA	PERCENTAGE %		
	YES	NO	YES	NO	
1. Do you give class tests to your learners regularly	143	8	95%	5%	
2. Did you have candidates for the proficiency test in the year:-					
i) 1980	23	123	15	85%	
ii) 1981	103	43	69%	31%	
iii) 1982	116	28	77%	23%	
3. In your opinion, was the proficiency test fair	118	18	79%	11%	
4. Were you involved in setting the proficiency test	147		98%	-	

SUMMARY

- i) Class Tests were given regularly.
- ii) The majority of Teachers presented candidates for the proficiency test in 1981 and 1982 but quite a number did not do so.
- iii) The Proficiency Test to some of the teachers was not fair for the purpose of selecting those who know how to write and read.
- iv) Teachers were not in any way involved in the setting of the Proficiency Test.

Table 10 PROFICIENCY TEST RESULTS 1980-1982

(150 RESPONDENTS)

YEAR	NUMBER OF THOSE WHO ATTEMPTED	THOSE WHO PASSED	PERCENTAGE OF PASSES
1980	167	76	45%
1981	1187	723	61%
1982	926	494	53%

SUMMARY

- i) Nearly a half of all the candidates who sat for the Proficiency Test in the year 1980-1982 did not pass.
- ii) Too few students attempted the test in the same period compared to their numbers in enrolment in their centres.

3.2

RESPONSES FROM ASSISTANT ADULT

EDUCATION OFFICERS

A structured questionnaire for Assistant Adult Education Officers was given to seek the following:-

- 3.2.1 Marital status of the officers.
- 3.2.2 Qualifications.
- 3.2.3 Training and duration of the training
- 3.2.4 Means of transport for the officers on duty.
- 3.2.5 Problems in getting the Materials at the Literacy Centres.
- 3.2.6 The implications of the problems on the officers' performance during their work.
- 3.2.7 Presence or absence of Locational and Divisional Adult Literacy Committees.
- 3.2.8 Cooperation from other government and non-government Leaders in Literacy Campaign.
- 3.2.9 The fate of those who pass the Proficiency Test.
- 3.2.10 General problems encountered by the officers in their work as supervisors of their teachers.

Table 11

RESPONSES FROM ASSISTANT ADULT EDUCATION OFFICERS

TRAINING, PROBLEMS, COMMITTEES, COOPERATION

(4 RESPONDENTS - ALL MALE)

QUESTION/STATEMENT	RAW DATA		PERCENTAGE	
	YES	NO	YES	NO
1. Are you married	4	0	100%	-
2. What professional qualifications do you possess:-				
P ₁ Teacher	3	-	75%	-
S ₁ Teacher	1	-	25%	-
3. Have you been trained in Adult Education	4	0	100%	-
4. What means of transport do you use to visit your teachers and literacy centres:-				
i) Government Vehicle	1	-	-	-
ii) Government Motor Cycle	3	-	-	-
iii) Public Transport	2	-	-	-
5. What problems are you encountering in getting materials to your teachers:-				
a) Lack of transport	2	2	50%	50%
b) " " materials	2	2	50%	50%
6. Do you have Committees concerned with the Literacy Campaign at Divisional Level	4	0	100%	-
7. Is there enough support from other government and non-government Leaders in the recruitment of students.	2	2	50%	50%
8. What happens to those Learners who pass the Proficiency Test in Your Division:-				
a) Drop out	3	-	-	-
b) Continue with classes	2	-	-	-
c) Prepare for CPE	1	-	-	-
C.P.E = Certificate of Primary Education.				

- Means not applicable

Some of the problems which the officers said encounter during their work as Assistant Adult Education Officers were the following:-

- a) Lack of enough fuel for transport to their teachers.
- b) Non-Cooperation from the administration, particularly from sub-chiefs.
- c) Lack of enough funds for repairs to their Motor-bikes when they break down.
- d) Students' lack of commitment to their class attendance. Some keep on coming and others drop out when they feel like.
- e) Lack of training of the teachers particularly the Part-time and Self-Help teachers who form the bulk of the teaching force.
- f) Lack of offices from where to operate and store materials for their centres.

SUMMARY OF THE TABLE:

- i) All the Assistant Adult Education officers interviewed had been trained as Primary School Teachers.
- ii) They had been given a two-week training in adult education.
- iii) Half of the officers indicated that they lacked both materials and means of transport to their Literacy Centres.
- iv) Support from government and non-government officials and leaders was lacking in some areas.
- v) From the table majority of those students who pass the Proficiency Test dropped out of the Literacy Centres, a few of them continue with classes and a small number start preparing for the standard seven primary certificate of education (C.P.E)

3.3. RESPONSES FROM STUDENTS

A structured and unstructured interview was given to the students to seek the following:-

- 3.3.1 Whether they attend classes regularly and if not, what were the reasons.
- 3.3.2 The problems they were encountering concerning the Literacy Programme in their area.
- 3.3.3 The steps needed to be considered to improve their learning.
- 3.3.4 Whether they know the benefits in knowing to read and write.
- 3.3.5 The students attitude towards the Literacy Classes.

Table 12

RESPONSES FROM THE STUDENTS (100 RESPONDENTS)

QUESTION/STATEMENT	RAW	DATA	PERCENTAGE	
	TRUE	NOT TRUE	TRUE	NOT TRUE
1. I attend my Literacy classes regularly	10	85	10%	85%
2. What are some of major reasons which prevent you from attending your classes regularly:-				
a) The centre is too far from home	36	64	36%	64%
b) There are more pressing things at the house/farm to be done	77	8	77%	8%
3. I do not feel comfortable attending classes together with my wife/husband at the same centre.	69	31	69%	31%
4. The teacher comes to the class properly dressed and on time	80	20	80%	20%
5. I would like to continue further with education after knowing how to write and read	60	39	60%	39%

SUMMARY

- i) Majority of the students (85%) did not attend their classes regularly for various reasons ranging from distance to house and farm matters.
- ii) Many learners (60%) expressed willingness to continue with further learning after becoming literate. Others said they would end their learning after knowing how to read & write.

RESPONSES FROM THE STUDENTS CONTINUED

Some of the students asked for the following from the government:-

- 1) To be provided with spectacles as their eyes were unable to read the small prints in textbooks and on the black board.
- ii) To be provided with textbooks for reading at their homes for they were too expensive to buy from bookshops.
- iii) The government to recommend to their employers to promote them or increase their salaries once they have passed the Proficiency Test.

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3.4

OBSERVATIONS

With the use of an observation schedule, several literacy centres were visited while on session to check the following:-

- 3.4.1 The way they were dressed in class. (teachers)
- 3.4.2 Whether they were trained in adult education.
- 3.4.3 Whether a register/record of his/her students was kept and upto date.
- 3.4.4 Whether the teacher used a lesson plan while teaching.
- 3.4.5 If the teacher used the appropriate teaching method while teaching.
- 3.4.6 Check on the general ventilation of the classrooms.

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Table 13

OBSERVATIONS ON TEACHERS IN ACTUAL TEACHING IN
ADULT LITERACY CLASSES. (10 OBSERVATIONS).

QUESTION/STATEMENT	RAW	DATA	PERCENTAGE	
	YES	NO	YES	NO
1. The teacher was reasonably properly dressed	7	3	70%	30%
2. The teacher had been trained in Adult Education	2	8	20%	80%
3. The teacher had a register which was kept upto date	9	1	90%	10%
4. Did the teacher had a lesson plan while teaching	1	9	10%	90%
5. Did the teacher used the appropriate teaching method	0	10	0%	100%
6. The class-room had enough light and air	5	5	50%	50%

SUMMARY OF TABLE 13.

- i) Though most of the teachers observed were dressed in a respectable manner, some were not.
- ii) Majority of teachers observed lacked any training in adult education.
- iii) Though most teachers had registers, they did not upkeep them. Some left them at their homes.
- iv) Majority of these teachers did not have lesson plan prepared for their classes.
- v) Virtually all the observed teachers did not use the recommended teaching approach to adult learners.

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CHAPTER FOUR

4. DISCUSSION RECOMMENDATIONS AND CONCLUSION.

4.1 DISCUSSION

Using the findings of the research as a base, the objectives of the literacy programme have not been effectively achieved in Machakos District. It is true that a lot of work has and is being done by the Kenya Government and other Non-Governmental organizations but a lot remains still to be done to realise fully the set out objectives by the government. These objectives were mentioned earlier in chapter one.

It was the governments aim to have everybody literate by the year 1983. In Machakos District, only 6673 people had passed the Proficiency Test by end of 1982. This figure includes contribution from the catholic church which is doing a commendable job to help the government in eradicating illiteracy in the District. This figure is too small considering that over 250,000 people were illiterate by 1979 population census in the District.

From the 150 centres sampled during the research, 1293 people had passed the Proficiency Test by the year 1982 (ref. Table 8(b)). This figure is too small considering that there were over 3,000 students in the centres in the same period.

It was not possible for the researcher to quantify the success of the Literacy Programme for those students who had graduated from these centres after passing the Proficiency Test. But from interviews from some of the graduates, it was a great advantage for those who had become literate. They could read letters for themselves and participate in other functions in their daily lives.

Several causes which were responsible for the non-realisation of the programme objectives came to the surface as a result of the conducted research. The major ones included the following:-

- a) Lack of training of the teachers.
- b) Lack of funds for effective supervision and coordination of the programme.
- c) Irregular attendance by the learners to the literacy centres made the teachers' work difficult.
- d) Lack of enough cooperation from the administration, from District to the locational level, the National Party K.A.N.U Leaders in the District and members of Parliament. It was indicated that these leaders did not do well in the literacy campaign in the District since it was launched in 1979 by the government.

- e) Lack of materials for teaching in some centres.
- f) Some of the teachers did not take their work seriously. They were teaching adult learners using school children methods which are not recommended. This can be attributed to the fact that majority of these teachers have not been trained in the teaching and handling of adult learners.
- g) Some men were not comfortable learning in the same classes with women and particularly their wives. This caused some of them to drop out or avoid the tests given by the teacher and the proficiency test set at the District Headquarters. The reason given was that some were afraid of being beaten in class by their wives. This would create problems at their homes.

Those were the major causes but there were smaller ones ranging from the fairness of the proficiency test to the physical fitness of the learners. Some teachers felt that the proficiency test was too difficult. It tended to test comprehensiveness rather than testing ability to read and write. The test is supposed to be a standard four level which is too high. They argued that this was the reason for the low passes. From table 8(b) earlier, virtually over half of those who sat for this test failed to pass. This could have brought a negative effect on the part of the learners and hence the high rate of drop-outs from the centers.

Some learners dropped out because of eye problems. They could not see properly the small prints on textbooks and the blackboard.

The big difference in salary among the three categories of teachers in the District was brought up during the interviews.

While a full-time teacher was getting over a thousand shillings, the part-time teacher got a honorarium of KShs. 150/-. The self-help teacher got whatever the learners could afford to contribute, sometimes going without any pay for months. It should be noted that these teachers were performing the same duties, the latter categories of teacher sometimes had more students to handle than the full-time teacher who draws nearly six times as much salary as these others. This could be demoralising on the part of the affected teachers, leading to poor performance in their work. The students not being properly taught and motivated would drop out of their classes.

Unless the government, through the Ministry concerned takes up corrective measures to alleviate some of the unearthed problems affecting the programme particularly at the implementation level, the effective implementation of the literacy campaign will not be realised in the near future as anticipated.

To accelerate effective implementation of the literacy programme in Machakos District, the following measures should be taken:-

- 4.2.1 The government should train all the teachers involved in the literacy programme.
- 4.2.2 The government should mobilise all its Ministries to wage a more serious campaign in the eradication of illiteracy in the District, and the whole country in general.
All politicians, K.A.N.U officials, churches and other non-governmental agencies should fully be involved in this campaign. This is the way it was planned but it is not the reality in the field.
- 4.2.3 More funds for transport should be made available by the government for the field officers to effectively supervise the literacy centres. Funds are required in the production and supply of materials from the Headquarters in Nairobi to the District onward to the Divisions who in turn feed the literacy centres. It was interesting to note that though the District had two vehicles and each Assistant Adult Education Officer had a motor-bike at his disposal, these had literally been grounded for lack of fuel and repair.
- 4.2.4 The government should look for ways of helping those adult learners who had become literate before reverting to illiteracy again. This can be done through starting a cheap or subsidised rural newspaper. Extra supplementary readers could be made available for these neo-literates.
- 4.2.5 Separate literacy classes for men and women should be made available. Night classes could be started for those employees who can not attend the day classes.
- 4.2.6 The government should devise ways and means of making it compulsory directly or indirectly for those who are illiterate to attend classes. At the moment, the people attending these classes are too few compared to the large numbers of illiterates in the District. Those who attend classes do so when they feel like doing so and drop out at their own leisure. If the government is ready to spend as much as over £ 3,775,000 annually for this purpose alone, it should find ways of making sure that the objectives are achieved.

4.2.7 The proficiency test should be broken into two stages, one at standard two level whereby those who can read and write are selected and termed as having become literate. The second stage should be at standard four whereby the adult learners are expected to not only read and write but be able to do things like comprehension and simple arithmetic. This would encourage more learners to attempt the tests without fear of failing. At the moment the latter system is being used and majority are failing and stop classes immediately.

4.2.8 The government should absorb all the self-help teachers in the District. This would remove the burden of paying the teacher by the parents while others are being paid by the government. The issue of salary structure of the part-time teachers category should be looked into with the aim of adjusting it upwards. At the moment each gets only KShs. 150/- per month. The teachers interviewed felt that this was too little as most of them relied on this money to feed and clothe themselves and their families.

4.2.9 Seminars should be organised at District or Divisional level to brief the untrained teachers on the handling of the adult literacy classes. Some teachers do not even know how to make a simple lesson plan and could not plan ahead for their classes. They used wrong teaching methods. Syllabuses and teaching guides should be provided.

4.2.10 The prints in readers or textbooks meant for the adult learners should be made large enough for them to read without straining their eyes.

Throughout the research findings (table 5 - 13) there was a great correlation between the poor performance in the effective realisation of the objectives of the literacy programme and the lack or non-implimentation of the above ten measures. These are the major areas which need to be looked into and action taken for the literacy programme to succeed.

4.2.11 Swahili language should be introduced in the adult literacy classes. This would help the learners in reading things like newspapers and more books written in Kiswahili.

4.3 CONCLUSION

4.3.1 In this study the majority of the factors found to affect negatively the implementation of the literacy programme in Machakos District were negative factors.

Lack of training of the teachers, unavailability of adequate funds for supervision, transport, materials production and equipment in the literacy Centres and the negative attitudes of the learners, the teachers, the administration, government and non-government agencies have contributed a lot towards the bad implementation of the literacy programme.

4.3.2 The findings in this study could very well be utilized as a starting point for future large scale research in this field.

MACHAKOS DISTRICT

THE TEACHERS :

NAME OF TEACHER.....
 MARITAL STATUS (Single/Married).....
 AGE.....
 CENTRE NAME.....
 DIVISION.....
 QUALIFICATIONS - CPE/KJSE/KCE/KACE.....
 OTHER QUALIFICATIONS - P₃ P₂ P₁ S₁
 EXPERIENCE IN TEACHING YEARS.....MONTHS.....
 CATEGORY OF TEACHER - FULL-TIME ☐ PART TIME ☐
 SELF-HELP ☐ (Tick the correct response).

LANGUAGE USED IN CLASS

1. Are you trained in adult education Yes/No ☐

2. If the answer is Yes, where did the training take place

PLACE.....

DURATION.....

3. Have you attended any seminar in adult education. Yes/NO ☐

ENROLMENT AND ATTENDANCE

4. How many adult learners registered in your literacy centre in the years: 1979 Males Females.....

1980.....Males.....Females.....

1981.....Males.....Females.....

1982.....Males.....Females.....

5. Out of these, how many were still attending classes by the end of:

1980.....Males.....Females

1981.....Males.....Females

1982.....Males.....Females

6. Was the daily attendance of those who remained in regular or irregular?.....

7. Did the irregular attendance of some of your learners affect your teaching? Very much ☐

Much ☐

A little ☐

Not at all ☐

(Put a tick to the correct one)

8. Do you have the following items:-

Blackboard Yes/No ☐

Exercise Books ☐

Text Books Yes/No ☐

Primers (readers) ☐

Pencils Yes/No ☐

9. Are these items supplied to your centre by the government

Yes/No.....

10. If the answer to No. 9 is No, where do you get them from?

a) Learners contribute money to buy them ☐

b) Supplied by the church ☐

c) " " " other private organizations ☐

11. Does the area chief/sub-chief help you in the recruitment of new adult learners to your centre Yes/No ☐

12. Have you been briefed on the objectives of the National Literacy Programme in Kenya? Yes/No ☐

13. If the answer to No. 12 is Yes, have you done the same briefing to your class and other illiterate villagers on the usefulness and the usefulness of literate? Yes/No ☐

14. Do you have a class committee at your centre Yes/No ☐

15. Is there any library services (mobile) at your location?

Yes/No ☐

16. Do you have a) Teachers guide

Yes/No ☐

b) Syllabus

Yes/No ☐

c) Register

Yes/No ☐

d) Log Book

Yes/No ☐

Test

17. Do you give literacy tests regularly to your class to check their progress?

Yes/No ☐

18. Did your learners participate in the District Proficiency Test in 1980

Yes/No ☐

1981

Yes/No ☐

1982

Yes/No ☐

19. How many attempted and how many passed in 1980.....attempted.....Passed

1981..... " "

1982..... " "

20. In your opinion, was the test appropriate to find out those who had known how to read and write?

a) The test was too difficult ☐

b) " " " " Fair ☐

c) " " " " Easy ☐

21. Do you have any project carried out by your learners at your centre?

Yes/No ☐

If the answer is Yes, mention the type of project.

.....